



# JUST THE FACTS

## Story Synopsis

Our young reporter gets an assignment from her editor. She's working, getting facts, some amazing facts. First she sees Lola May floating in the air, holding 98 or 99 balloons. Then she sees Mr. Tilly's pumpkin, which is 23 or 24 times her size. Mrs. Canary can balance 61 bananas on her toes while juggling 35 eggs. She continues to report on Mr. Lazlo's amazingly long mustache and Mrs. Teacup's rose-covered hat. The only fact left for her to discover is how much her editor is going to pay her.

You can use Poster 1 with this storybook.

### LITERACY ELEMENTS

simile: e.g., as heavy as 23 or 24 of you  
exaggeration: e.g., bitten by that baby at least 81 or 82 times

### WORDS TO DISCOVER

use root words to discover meaning: e.g., reporter, wonderful

### MATH CONNECTIONS

NUMBER SENSE  
representing, comparing, and ordering whole numbers

### ESL CONSIDERATIONS

Stress that the numbers are in fact fantastic and that the situations are unrealistic.

## Overall Learning Opportunities

Students will:

- compare and order whole numbers using concrete materials, drawings, numerals, and number words to develop an understanding of place value

Students will:

- express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- understand the vocabulary and language structures appropriate for Grade 2
- use some conventions of written materials to help them understand what they read

## ACTIVITY MENU

**Investigation: Large Numbers**, page 58

**Guided Reading**, pages 59–60

**As a Group**, pages 61–62

- *That's Amazing!*: representing numbers in various ways
- *How Many Are There?*: estimating and counting sets of objects
- *I'm a Reporter*: role-playing a job and learning to formulate questions
- *Nursery Rhyme Characters Revisited*: retelling nursery rhymes and printing verses

**Home Connections**, page 63

- BLM 25: playing interactive games to explore numbers

**Independent Work**, pages 64–68

- BLM 26: using a number chart to identify and fill in missing numbers
- BLM 27: practising solving number riddles
- BLM 28: practicing counting and comparing sets
- BLM 29: providing details about characters in the story
- BLM 30: understanding information about conducting an interview



# Large Numbers

## LEARNING OPPORTUNITIES

Students will:

- compare, order, and represent whole numbers up to 100
- use mathematical language to describe numbers to 100 in their environment

## YOU WILL NEED

- drawing materials and paper

## OBSERVING FOR ASSESSMENT

Can the student:

- create a reasonable representation of the number they present as an amazing fact?

## TEACHING tip

Interested children can

create a cover for the completed book. It can be placed in the classroom lending library, so that students can return to it over the course of the year.

## Reading the Story

Read the story aloud. Ask children to explain why the character is amazed each time she encounters a fact. Then reread the story and have children write down numbers as they hear them. Next, on chart paper list the numbers. Together recall what each number was describing by asking questions such as:

- What does the number 61 describe? (the number of bananas Mrs. Canary could juggle)

## Starting the Investigation

Choose one of the numbers from the list. Ask children to identify a quantity in the classroom that they think is close to the number you have chosen. For example, you might choose 35 eggs and ask:

- In the story, 35 eggs were juggled. What might there be about 35 of in our classroom? Do you think there are about 35 chairs? 35 crayons? 35 dictionaries?

Together, count the items that children believe are close to 35 in number. Discuss whether children's estimates were higher or lower than 35. Repeat this process for other numbers on your list.

## Working on the Problem

Redirect children's focus back to the story. Talk about how the facts in the story were amazing because the numbers were surprisingly large. Talk about the size of some of the collections you have identified in the class. Discuss how none of them were surprisingly large. Challenge children to think of a fact that could be amazing because the collection is surprisingly large. Ask:

- What collection might we have in class that would be amazing? (for example, 95 great games)
- What might someone be able to do

in class that would be amazing?

(for example, bounce the basketball 100 times without stopping)

Provide children with paper and pencils. Invite them to create a page for a class book of Amazing Facts. Explain that they should use a number in their fact, and they should illustrate it to show how many. Students' illustrations of number can be entered into their math portfolios.

## Sharing Solutions

Have children read their amazing facts and show their illustrations. To create the class book, you will work together to place the pages in order from the illustration of the smallest number to that of the largest number. Say:

- For our class book, we will put the pages in order so that the numbers get bigger as we read the story. How can we work together to put the pages in order?

Follow up on children's suggestions for placing the pages in order. Then assemble the pages into a book and read it aloud.

## Extension

Have children complete the hundreds chart on **Blackline Master 26** by filling in the missing numbers. They can then create a number puzzle by cutting the chart into 7 to 10 pieces. Children fit the pieces together to recreate the chart. Consider having them exchange puzzles with their classmates.



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## LEARNING OPPORTUNITIES

Students will:

- express their thoughts and feelings about ideas in a piece of writing
- use punctuation to help them understand what they read

## OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- appear to move through the text with ease?
- demonstrate a growing independence in being able to solve any reading problems that he/she might have?

## Setting the Scene

Engage the children in a conversation about the newspaper with a focus on what its primary purpose is—to report the news. Show the children the front page of your local newspaper and draw their attention to the way the page is set up, the information it contains, and that both words and visuals (often photographs) are used to convey messages. Ask:

- What is the name given to a person who **reports** a news story in the newspaper? What is the reporter's job?

Introduce the children to the 5 Ws of reporting: Who? What? When? Where? Why?

As they look at the cover of the book, tell the children the title of the story and invite them to use the title, along with the information in the cover art, to predict what the story will be about. Record the children's predictions and return to them in the *After Reading* time.

## Reading the Text

- Have the children turn to pages 2–3.

Ask:

- Why do you think the girl's father is motioning for her to go outside?

Encourage many opinions. Then have the children read page 2 to find out who thinks she's wonderful; who thinks she's annoying; who thinks she's curious; and who thinks she should go outside and play!

As you say the adjectives (wonderful, annoying, . . .), print them on chart paper or the chalkboard.

Turn to pages 4–5. Say:

- This is Mr. Newsworth. He's a newspaper editor. Read page 5 to find out why he thinks this girl should be a reporter.

Draw the children's attention to the word **EDITOR**, printed backward on Mr.

Newsworth's office door. Ask:

- Why is this word printed backward? (It is on a glass door, to be read from the other side.)

Turn to page 6. Draw children's attention to the picture. Ask:

- Can you see what's wrong in this picture? (The ladder is not being properly used.)

Read page 6 to the children and then say:

- Good reporters ask questions. What question do you think she's going to ask Lola May?

Read page 7 to find out. Ask:

- Is that the question you thought she'd ask? Do you have a different one? What is your question?

➤ In the next few pages of the story, you're going to meet Mr. Tilly who owns a grocery store; Mrs. Canary who has a strange hobby; Mr. Lazlo who is in his barbershop; and Mrs. Teacup who is wearing a most unusual hat. In fact, there's something unusual, strange, and peculiar about all of these people. Read from page 8 to the bottom of page 15 to meet these characters and to find out what makes them unique, so unusual, and so interesting.

Ask:

- What was peculiar about Mr. Tilly? Mrs. Canary? Mr. Lazlo? Mrs. Teacup?

Say to the children:

- Now our main character is going to go back into Mr. Newsworth's office with a question. Do you have any idea what it might be? Turn to page 16 to find out.

- Invite the children to read the whole book independently.



## OBSERVING FOR ASSESSMENT

During *Guided Reading*, does the student:

- appreciate the humour in the story?
- use the pictures to help him/her think of answers to your questions?

## After Reading

Say:

- Here is the list we made of what you thought the story would be about. Let's read over the list again to see if we made any good guesses.

## Revisit the Story

Discuss the story using open-ended prompts to engage the children in talk.

Ask:

- Did you enjoy this story? Why? Why not?
- Could this story really happen? Why? Why not?
- Did you enjoy the young girl as the main character in the story? Why? Why not?
- Do you think she will make a good newspaper reporter when she is an adult. Why? Why not?
- Would you like to be a newspaper reporter? Why? Why not? Would you be a good one? Why? Why not?

Engage the children in recalling specific information from the selection. Ask:

- Why do you think the authors didn't give a name to the main character?
- Which of the supporting characters would you most like to meet? Why?
- Turn to page 2 in your book. Read what the girl's mother, her brother, her teacher, and her father think of her. Which one of them do you think is correct? Why do you think that?

Focus the children on the way the story is told through language:

- Were there any words that gave you a struggle? Which ones? How did you figure them out?

## Reinforce the Story

Have the children complete **Blackline Master 29** as a way of focussing on character details.



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**LEARNING OPPORTUNITIES**

Students will:

- represent whole numbers to 100 using concrete materials and drawings
- use mathematical language to describe numbers to 100 in the world around them

**YOU WILL NEED**

- stamps, stickers, linking cubes, paper strips, coins, calculators, poster paper

**OBSERVING FOR ASSESSMENT**

Can the student:

- count objects accurately?
- represent a number in different ways?
- use mathematical language to describe numbers?

**LEARNING OPPORTUNITIES**

Students will:

- compare and order whole numbers to 100
- represent whole numbers using concrete materials, drawings, numerals

**YOU WILL NEED**

- index cards
- 50–100 small objects for each pair of children
- clear baggies
- a 2-sided (yellow and red) counter for each pair of children

**Activity: That's Amazing!**

Reread the book *Just the Facts*. Ask children to listen for the numbers mentioned. List the numbers on chart paper as they identify them.

Have children search the room to identify as many numbers as they can. As you add these numbers to the list, ask children to think what the numbers represent. Ask:

- What does the number tell you?

Keep the list posted and encourage children to continue to add numbers to it over time.

Have pairs of children pick a 2-digit number from this list. Challenge them to find as many ways as they can to represent their chosen number. Provide stamps, stickers, linking cubes, 10 and 1 paper strips, calculators, plastic or paper coins. Before children begin, have them brainstorm ways they could use these

materials to represent a number.

Once the displays are complete, ask children to present their work. Ask:

- How many ways did you find to represent your number?
- What did you learn about your number?

**Extension**

Use the numbers from the chart to create riddles. Use a variety of clues, for example:

I am thinking of a number.

It is between 55 and 63.

It is greater than 58.

It is less than 61.

It is not 59.

What number is it?

Children can continue to solve riddles about numbers to 100 on **Blackline Master 27**.



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**Activity: How Many Are There?**

Have children consider when an exact number is important. Ask:

- When do you think people must count to be sure they know exactly how many there are?

Give each pair of children a clear baggie with 50–100 small objects, and an index card. Ask children to record how many things they think there are in the baggie. Then have them count to check.

Encourage children to arrange or group the objects to help them keep track of their counting. Children can record their count on the other side of their index card.

As children present their results, ask questions such as:

- Why did you decide to group the objects the way you did?

- How do you count them now that they are grouped that way?
- Why are some objects left over?

After each presentation, ask children to compare their set to the one presented:

- If you have a set that is greater than (child's name), raise your hand.
- If you have a set that is less than (child's name), raise your hand.

On another day, work with the children to compare and order the sets. Ask:

- How can we compare the sets so we can display them in order?

**Extension**

**Blackline Master 28** provides further practice counting and comparing sets.



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## LEARNING OPPORTUNITIES

Students will:

- use speech appropriately for various purposes
- use some conventions of formal texts

## OBSERVING FOR ASSESSMENT

Does the student:

- understand what a question is and how to state it?
- raise his/her voice at the end of a question and understand that this is a signal to the listener that an answer is requested?

## Activity: I'm a Reporter

Invite the children to role-play a reporter who wants to know more about you. To help the children understand how a reporter should be prepared, guide them through a process in which they learn how to word questions that will give them the information they want.

As the children ask about you, encourage them to use proper inflection for asking a question. Challenge them to use all five of the 5 Ws: who, what, when, where, and why. Print their questions on the chalkboard in proper question format. Talk about how to punctuate an interrogative sentence, and invite the children to put the question mark at the end of each question.

If you feel uncomfortable having the children ask questions about you, invite them to ask about an upcoming school event, or to use their imaginations to ask questions about one of the characters in *Just the Facts*.

## Extension

Have the children pair up to interview one another. Give each child a copy of **Blackline Master 30** to guide the conversation.



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The children could take home a copy of the Blackline Master to interview a family member.

## LEARNING OPPORTUNITIES

Students will:

- identify characteristics of different forms of written materials
- use capital letters for proper nouns

## PLANNING AHEAD

Prepare a selection of nursery rhymes for children to read. Print them on chart paper, or make BLMs.

## OBSERVING FOR ASSESSMENT

Does the student:

- recite accurately any nursery rhymes he/she recalls?
- make sense of the nursery rhyme as a story set to rhyme?

## Activity: Nursery Rhyme Characters Revisited

Have the children recall, and then recite, some of the nursery rhymes they know. Ask them to think of a character in the rhyme and what they know about the character. For example, Jack went up the hill with Jill to get a pail of water. He fell down and hurt his head. Or, Mary, Mary, quite contrary is a gardener. Encourage them to offer all the information they know about the character.

Have the children chorally read the nursery rhymes you've prepared for them. Ask the children how they know each is a rhyme and not a story. Review with them the rhyming pattern.

## Extension

Have the children choose a favourite nursery rhyme character and draw a large picture of the character in his/her/its role in the nursery rhyme.

Below the picture, the children could print (from memory or from a book) the first stanza of the nursery rhyme, remembering to use capital letters for proper nouns such as names.





# Just the Facts

## Dear Family,

We've enjoyed reading the book *Just the Facts*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- In the story, the character collects interesting numbers. Encourage your child to go on a "number hunt" right in your own kitchen. How many numbers can he or she find? Tell your child to write the numbers on a sheet of paper. Together, identify the largest and smallest number on the list. Then use some of these numbers to make up zany recipes. For example, say "To make an omelet, we will use 100 eggs and 25 tomatoes."
- Play the game "I'm Thinking of a Number." Think of a number between 1 and 100. Invite your child to guess your number. Each time he or she guesses, tell whether the guess is too high or too low. Keep track of the number of guesses your child makes before he or she identifies your number. Then switch roles and have your child think of a number for you to guess. If you play this game often, your child will start to develop strategies for being able to identify your number using fewer guesses.
- Encourage your child to create a list of personal amazing number facts. This list could include:
  - birth weight and length
  - current weight and height
  - number of teeth
  - address and phone number
  - shoe size
  - clothing size

Post the list in a central place in your home such as on the refrigerator.

**Remember to send the storybook back to school with your child.**

My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .

Fill in the missing numbers.

1	2			6		9	
11			15				20
	22				27		
		33		36		39	
41			44			48	
			55				60
	62			66		69	
		73			77		
81			84			88	
			95				100



My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .

## Solve the riddles.

I am one more than 28.

What number am I?

\_\_\_\_\_

I am between 75 and 79.

I have 1 more ten than ones.

What number am I?

\_\_\_\_\_

I am between 10 and 20.

If you count by 5's,  
you will say me.

What number am I?

\_\_\_\_\_

I am between 34 and 44.

If you count by 5's,  
you will say me.

If you count by 10's,  
you will say me, too.

What number am I?

\_\_\_\_\_

I am between 50 and 60.

I am greater than 53.

I am less than 56.

I am not 54.

What number am I?

\_\_\_\_\_

I am between 71 and 88.

I am greater than 75.

I am less than 81.

I have the same number  
of tens as ones.

What number am I?

\_\_\_\_\_



My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .

## Comparing Numbers Game (for 2 players)

### You need:

- about 50 counters
- a 2-sided counter



### How to play:

1. Take a handful of counters.
2. Count and write how many you have.
3. Write how many your partner has.
4. Flip the 2-sided counter.
5. If it turns up yellow, the greater number wins.  
If it turns up red, the smaller number wins.
6. Circle the winning number.

My Number	My Partner's Number



My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .

**Print something interesting about these characters.**

The little girl \_\_\_\_\_

Mr. Newsworth \_\_\_\_\_

Lola May \_\_\_\_\_

Mr. Tilly \_\_\_\_\_

Mrs. Canary \_\_\_\_\_

## TRUE or FALSE?

Mrs. Teacup bit Mrs. Henry's baby at least 81 or 82 times.

There were more than 20 roses on Mrs. Teacup's hat.

Reporters ask questions.

Mr. Newsworth is a reporter.



My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .

**Use these questions to get interesting information.**

What is your name? \_\_\_\_\_

How old are you? \_\_\_\_\_

What is your favourite colour? \_\_\_\_\_

Do you have any pets? If so, what are they?  
\_\_\_\_\_  
\_\_\_\_\_

What do you like doing best at school? \_\_\_\_\_  
\_\_\_\_\_

What do you like doing best outside school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are you really good at? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_